

Understanding By Design Overview/Unit Template

Title of Unit		Grade Level	
Subject		Time Frame	
Developed By			

Stage 1 - Identify Desired Results			
What is your deep hope for your students?			
How can your hope be worded as a learning target in student-centered language (I can... I am able to...)?			
Big Ideas:			
Core Competencies Facets/Aspects that students will engage with (bolded)			Essential Questions What provocative questions will foster inquiry into the Big Ideas?
<p>Communication</p> <ul style="list-style-type: none"> • Connect and Engage with Others • Acquire, Interpret, and Present Information • Collaborate to Plan, Carry Out, and Review Constructions and Activities • Explain/Recount and Reflect on Experiences and Accomplishments 	<p>Creative Thinking</p> <ul style="list-style-type: none"> • Novelty and Value • Generating Ideas • Developing Ideas 	<p>Positive Personal & Cultural Identity</p> <ul style="list-style-type: none"> • Relationships and Cultural Contexts • Personal Values and Choices • Personal Strengths and Abilities 	<ul style="list-style-type: none"> •
	<p>Critical Thinking</p> <ul style="list-style-type: none"> • Analyze and Critique • Question and Investigate • Develop & Design 	<p>Personal Awareness & Responsibility</p> <ul style="list-style-type: none"> • Self-Determination • Self-Regulation • Well-Being 	<p>Aboriginal Worldview and Perspective (bolded)</p> <ul style="list-style-type: none"> • Connectedness and Relationship • Awareness of History • Local Focus • Engagement with the Land, Nature, the Outdoors • Emphasis on Identity • Community Involvement: Process and Protocols • The Power of Story • Traditional Teaching • Language and Culture • Experiential Learning
		<p>Social Responsibility</p> <ul style="list-style-type: none"> • Contributing to Community and Caring for the Environment • Solving Problems in Peaceful Ways • Valuing Diversity • Building Relationships 	

Curricular Competencies What skills will students acquire as a result of this unit?		Content: What knowledge will student acquire as a result of this unit?	
<i>Students will be able to...</i> •		<i>Students will know...</i> •	
Stage 2 – Assessment Evidence			
How will you know what they have learned?			
Assessment for Learning Strategies (Formative) <ul style="list-style-type: none"> Will you use pre-assessment strategies before the unit begins? How will students receive feedback on their progress throughout the unit? What opportunities will students have to revise and improve their work? 	Assessment of Learning Strategies (Summative) <ul style="list-style-type: none"> What choices and/or adaptations will you provide for students to present their learning? What will make this task authentic? How will criteria be made clear to students? 	Assessment as Learning Strategies (Reflection, Self-Assessment, Peer-Assessment) <ul style="list-style-type: none"> What opportunities am I going to give my students to reflect on their learning? How will I equip students to assess their own learning and that of their peers? What value will I give to student voice in assessment? 	
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Stage 3 – Learning Plan							
#	Lesson Title	Targeted Core Competencies	Targeted Curricular Competencies	Lesson Activities	Adaptations	Assessment	Resources
1							
2							
3							
4							
5							